

**Affordable Learning Georgia Textbook Transformation Grants
Proposal Form**

Institution Name	Columbus State University		
Team Members (Name, Title, Department and email address for each)	Dr. Susan Hrach, Professor of English and Director, Faculty Center for the Enhancement of Teaching and Learning hrach_susan@columbusstate.edu Mr. Japheth Koech, e-Learning Specialist, Center of Online Learning koech_japheth@columbusstate.edu		
Sponsor, Title, Department	Dr. Tom Hackett, Provost and Vice President for Academic Affairs		
Course Name, Course Number and Semester Offered (Spring 2015 Required)	World Literature I ENGL 2111 Spring 2015 (course is offered spring, fall, and summer terms)		
Average Number of Students in the Course	Enrollment cap = 35	Number Course sessions per Academic year	7 at CSU in 2014
Award Category (pick one)	<input type="checkbox"/> <input checked="" type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots		
List the original course materials for students (including title, whether optional or required, & cost for each item)	<i>The Longman Anthology of World Literature</i> (2009) Required	\$105.50	
Projected Per Student Cost	\$0.	Projected Per Student Savings (%)	100% 245 students = \$25,847.50 saved

1. PROJECT GOALS

In summer 2014, Prof. Susan Hrach piloted a World Literature I course using no-cost-to-students, open access materials. Her experience with that course and the resulting feedback from students has allowed her to identify three project goals: 1) identify more primary readings (English translations of ancient/medieval/early modern world literature) available in full-text, open access format; 2) improve other World Literature instructors' access to these materials by contributing to MERLOT or similar collections; 3) with the assistance of CSU e-Learning Specialist Japheth Koech, improve students' ability to "manage" the readings (read, annotate, bookmark, and retrieve passages). Achieving these goals will, in turn, promote an alternative pedagogical approach to the course that enhances student learning.

1.1 STATEMENT OF PROBLEM

Anthologies of literature are expensive and inefficiently used; instructors can choose from a large number and variety of readings, but only a fraction of the available texts can be taught in any given term. Anthologies generally include a single English version of each (foreign) text, which limits students' grasp of the material and misses an opportunity for comparison that would deepen their learning. Online resources are capable of filling this gap, but the format presents technical challenges for reading and working with the texts in discussions and assignments.

Students stand to gain cost savings from an alternative to expensive anthologies. Faculty specializing in early periods face challenges to justify the relevance of our courses in modern university curricula; instructors and students alike could benefit from a fresh pedagogical approach that incorporates multiple English translations.

Teachers of pre-modern literature regularly face students who find the subject intimidating and irrelevant, yet required; the burden of the course seems underscored by heavy, expensive anthologies. While online resources offer an under-used alternative, technical obstacles to reading and annotating texts must be addressed. As a 2000-level core subject, this course stands as many students' final academic encounter with literature, making student success critical to a lasting positive relationship with the humanities.

Anthologies are not only expensive, but limit students' engagement with the material by presenting a single translation of each reading: "anthologies rarely feature information about translators, about the circumstances of a translation's composition, or about what qualities of a translation have persuaded the anthology's editors to select it" (Hrach 2013: 455). The opportunity to re-shape early world literature through open access to a wide range of readings in multiple English translations can both broaden and deepen student learning. As Emily O. Wittman and Katrina Windon argue, "Knowing how to read a translation in a productive and informed manner is a vital skill, yet it is rarely found in English departments' mission statements, or among syllabus course objectives" (2010: 449-50). An open access, no-cost-to-students textbook alternative offers a solution to a pedagogical problem that anthology editors have been unable or unwilling to address.

1.2 TRANSFORMATION ACTION PLAN

As necessary background for adopting and adapting new materials, team members will acquire the relevant understanding of copyright law and Creative Commons licensing.

With fifteen years' experience teaching the course, Dr. Hrach will search for and identify full-text, open access readings from the ancient, medieval and early modern traditions from various world cultures, when possible in multiple English translations. The team will assess the sustainability of the resources (projected stability of site locations), and assess the suitability of the texts' formatting for reading, annotating, bookmarking, and retrieving.

Mr. Koech will review the instructional design of the ENGL 2111 World Literature I pilot course taught in summer 2014 and make recommendations for adapting the structure to 15-week spring term.

Quantitative metric: With assistance from CSU Institutional Research staff, team members will measure D/F/W rates in the course and compare these to other sections taught by the same instructor, and to other sections taught at same institution.

Qualitative metric: The team will survey students about their experiences reading, annotating, bookmarking, and retrieving the materials. The team will measure the impact of transformation on the course's General Education Learning Outcome ("Generate knowledgeable interpretations of texts") with assistance from the English Department Assessment Committee.

1.3 TIMELINE

Deadline of October 10, 2014: Team members complete research/training for relevant understanding of copyright law and Creative Commons licensing.

Deadline of November 28, 2014: Dr. Hrach identifies course-appropriate, full-text, open access readings, preferably in multiple English translations. The team assesses the sustainability and suitability of the resources.

Deadline of December 19: Mr. Koech reviews instructional design of course pilot from summer 2014 and makes recommendations about adaptation for 15-week spring term.

Deadline of June 1: Team members measure D/F/W rate in course (compare to other sections taught by the same instructor, and to other sections taught at same institution); survey students for feedback about ability to work with readings; measure impact on Gen Ed learning outcome.

1.4 BUDGET

Dr. Susan Hrach \$5,000 compensation for additional work; \$400 for travel as requested by grant sponsors

Mr. Japheth Koech \$5,000 compensation for additional work; \$400 for travel as requested by grant sponsors

1.5 SUSTAINABILITY PLAN

Dr. Hrach teaches ENGL 2111 World Literature I on an annual basis, often more than once. The frequency of the course offering will ensure regular review of the online resources. As potential readings for inclusion in the course are identified, the team will assess the sustainability of the resources based on projected stability of site locations.

Dr. Hrach has registered as a content developer/author for Comparative Literature/Classics in the MERLOT database. This subject area in MERLOT is currently underdeveloped, and a goal for the project is to contribute to the database's resources.

1.6 REFERENCES & ATTACHMENTS

References

Hrach, Susan. 2013. "Translation and the Future of Early World Literature." Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture 13.3: 453-67.

Wittman, Emily O., and Katrina Windon. 2010. "Twisted Tongues, Tied Hands: Translation Studies and the English Major." College English 72.5: 44 –69.

Attachment

Letter from Dr. Tom Hackett, Provost and Vice President for Academic Affairs, Columbus State University